ACCESS for ELLs™

2005-2006 Informational Handbook
for New Jersey District Test Coordinators and Bilingual/ESL Administrators

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Background Information

Meeting legal requirements

Pursuant to the federal *No Child Left Behind (NCLB) Act of 2001* schools are required to annually assess the English language proficiency of their English Language Learners (ELLs) in kindergarten through grade 12 using a standards-based instrument that is common throughout the state. In response to this mandate, the federally funded WIDA (World-class Instructional Design and Assessment) Consortium currently a group of 12 states, created English language proficiency (ELP) standards that are aligned to the consortium member states' academic content standards. The assessment, ACCESS for ELLs™, was then developed based upon the WIDA ELP standards.

The WIDA *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12* (known as the WIDA ELP Standards) are available on the WIDA website at www.wida.us. These standards exemplify the second language acquisition process, and they are innovative in the field because they focus primarily on *academic language* relevant for academic success in the major content areas of language arts, mathematics, science, and social studies. The New Jersey Department of Education will conduct a formal study to align the New Jersey English Language Proficiency Standards with the WIDA standards.

Commercially available tests of English language proficiency are typically not tied directly to any state standards, and they tend to focus on social English and a generic conception of academic English as it relates to language arts. Thus, they do not meet the stringent requirements of *NCLB*, nor do they align with the standards among the consortium states. Consequently, the WIDA Consortium developed the ACCESS for ELLs™ English language proficiency test.

The ELP standards and the ACCESS for ELLs™ meet the federal requirements of assessing ELLs' proficiency levels in the domains of Speaking, Listening, Reading, and Writing. ACCESS for ELLs™ provides reliable, valid and useful information on ELL progress in learning academic English for use by schools, teachers, students and parents.

Purposes of ACCESS for ELLs™

The ACCESS for ELLs™ English language proficiency test has six main purposes:

- to identify the English language proficiency level of students with respect to state-wide performance standards

- to identify students who may be candidates for English as a second language (ESL) and/or bilingual education services

- to assess annual English language proficiency gains using a standards-based assessment instrument

- to provide districts with information that will help them evaluate the effectiveness of their ESL/Bilingual programs and determine staffing requirements

- to provide data for meeting federal and state statutory requirements with respect to student assessment, and

- to provide information that enhances instruction and learning in programs for English language learners.

Like the NJ NJASK, HSPA and GEPA tests, **ACCESS for ELLs™ is a secure test**. Only the teacher-administered Speaking part (and the entire kindergarten form) of the test will be scored on site. The other sections of the test will be administered and returned to MetriTech, WIDA's vendor for scoring and reporting.

Costs of ACCESS for ELLs™

The ACCESS for ELLs™ will cost $21 per student tested plus a 2.5% handling charge (with a minimum of $25 and a maximum of $100 for the handling charge) for the 2006 testing year. There may be additional costs for special score reporting options requested by the district. Districts that receive No Child Left Behind (NCLB)Title III funds will receive a supplemental allocation to help defray the cost of the tests if these costs are above and beyond what districts typically budget for the purchase, administration and scoring of language proficiency tests. This supplemental allocation will become part of the district's FY06 Title III allocation and will be subject to the same carryover provisions.

The bills for testing will be sent to districts with the score reports on or about August 8th, 2006. This late billing date is necessary since districts are only billed for tests that are administered. Directions on how to estimate your bill will be included in your test book shipment. Using this information, a district will be able to estimate their bill based on the number of students tested and any additional score reporting services the district purchases. This estimate can be used to obligate funds if necessary. If the district uses NCLB funds the district has until August 31, 2006 to obligate the funds and another 90 days (November 30, 2006) to liquidate the funds. Districts and schools may need to budget for training, for extra staff to help administer the test, and/or for substitute teachers while "regular" teachers train and/or test. Each district must determine its own needs as the characteristics of ELL students, teachers, and programs vary widely from district to district.

ACCESS for ELLs™ Test Characteristics

Grade level clusters

ACCESS FOR ELLS™ consists of a battery of tests spanning five grade level clusters and five proficiency levels. The grade level clusters include:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Test materials for each grade level cluster include:

1. Student booklets with black and white graphics
   - Listening, Reading and Writing in a single, consumable booklet in which students directly respond
   - A reusable prop-up book for Speaking; the test administrator records students' responses on a separate score sheet
2. Test administrator scripts
3. *District and School Test Administration Manual*

There are three distinctive, yet overlapping, tiers per grade level cluster except kindergarten, which is a single form. Consequently, there are a total of 13 separate booklets.

Tiers

The goal of the ACCESS for ELLs™ test is to determine English language learners' level of English language proficiency and, at the same time, provide useful feedback to stakeholders. However, there are far too many model performance indicators in the English language proficiency standards to fit into a reasonable testing session. For any particular student, some of the questions on a comprehensive test might be dismissively easy, making it boring, while others would be exactingly hard, making it frustrating. It is important to avoid both possibilities in order to produce a valid test. To address this issue, ACCESS for ELLs™ for each grade level cluster test (except kindergarten) is divided into three tiers—A, B and C.

Tier A contains items for proficiency levels 1-3, but targets the lowest levels, 1 and 2. Tier B covers proficiency levels 2-4, focusing especially on 3 and low 4, and Tier C has items from proficiency level 3 to beyond 5, particularly focusing on the uppermost proficiency levels. (See the chart below.)
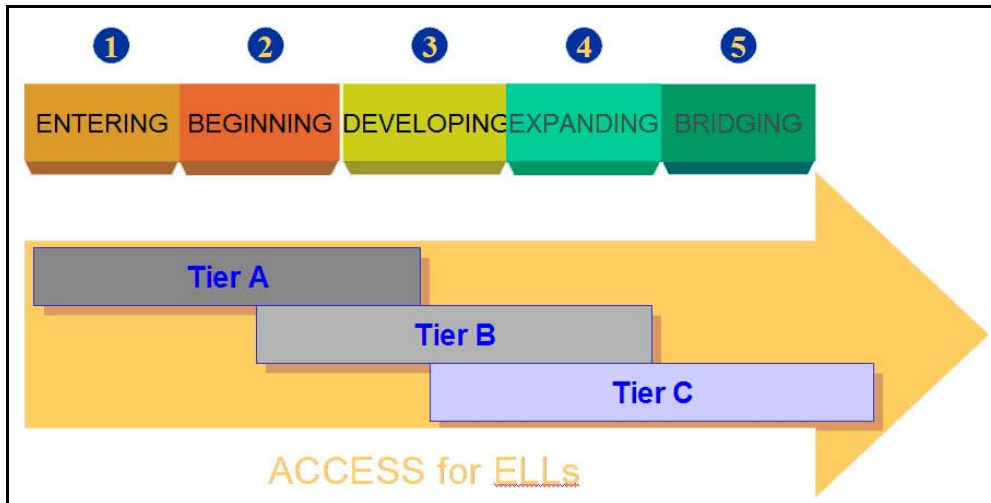
Determining tier placement

Broadly speaking, students can be divided into tiers as follows:

- Tier A = beginning to low intermediate students (proficiency levels 1-2)
- Tier B = low to mid level students (proficiency levels 3-4)
- Tier C = mid to high level students (proficiency levels 4-5 and beyond

Several factors may be used to determine a student's appropriate tier placement, including:

- Teacher judgment based on his or her knowledge and experience with a student. The *Criteria for Tier Placement for ACCESS for ELLs™*, (Appendix A) is a guide to assist teachers in assigning students into their appropriate tier according to given criteria regarding a students' level of English proficiency, educational background, and academic expectations.
- Previous English language proficiency test scores and corresponding DPI levels and/or ACCESS for ELLs™ bridge study results (available late October, 2005).
- Results from the WIDA ACCESS Placement Test (W-APT), a semi-secure placement test aligned with the ACCESS for ELLs™. (See section on W-APT in this booklet.)

The majority of ELLs—70-80%—will be appropriately placed in Tier B. In general, consider a child to be a "Tier B student" unless there is compelling evidence that the child is a true beginner (Tier A) or nearly proficient (Tier C).

Wrong tier placement

It is conceivable that a student may be placed in the wrong tier. If discovered prior to test administration, the more appropriate booklet should be used (MetriTech provides extra booklets to all districts). The most common mistake is underestimating a student's capabilities and placing him or her in Tier A rather than B or C. When this happens, the student can "top out" on the test by getting most or all items correct, making it difficult to determine the student's true language proficiency level. **When in doubt, because a**

student seems to be on the border of Tier A and B or Tier B and C, place the student *up*; that is, choose the higher tier.

Domains

The ACCESS for ELLs™ assesses students in the domains of Listening, Speaking, Reading, and Writing. Each domain is treated as a separate section, or "testlet," within the ACCESS for ELLs™.

Administration times

Speaking	Individually administered	up to 15 minutes per student
Listening	Group administered	approximately 25 minutes
Reading	Group administered	approximately 35 minutes
Writing	Group administered	approximately 60 minutes

The ACCESS for ELLs™ is not a timed test. The above times are given as approximate guidelines and do not include the time necessary for classroom management procedures (e.g., passing out booklets, giving general direction) or going through practice items. Test administrators should monitor student progress and allow them a few minutes beyond the suggested times if the student appears to be near completion on the given task. Students who are struggling and/or will clearly not finish within a reasonable time (within about ten minutes) should be stopped.

Test Format and Administration

Each domain (Listening, Speaking, Reading, and Writing) is treated as a separate test, meaning that each domain is tested in a separate section of the whole ACCESS for ELLs™. Listening, Reading and Writing, however, are contained within a single booklet. Each tier (A, B, or C) is also treated as a separate test, meaning that they must be administered in separate rooms.

Reading and Listening items are all multiple choice. Kindergarten, grade cluster 1-2 and all items targeting English language proficiency level 1 on Tier A forms (all grades) give students a choice of three response options. All other items have four response options.

Speaking and Writing are constructed response tasks. Speaking is an adaptive form containing a maximum of 13 items addressing three different topics, or themes. Students are presented only with the items they can answer. If they reach a point where they cannot respond, the test ends. Writing forms contain three short Writing tasks (all tiers) and one long task (tiers B and C). In the long task students are asked to produce an essay appropriate to the grade level cluster. The Writing form is not adaptive; all students should attempt all tasks.

Items on every test are grouped thematically, and each theme addresses one of the five WIDA English language proficiency standards, except in Speaking and Writing where there are integrated tasks, meaning one theme/set of tasks addresses two standards. The five ELP standards are:

Standard 1—SI
- English language learners communicate in English for **social and instructional** purposes in the school setting.

Standard 2— LA
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3—MA
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4—SC
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science.**

Standard 5— SS
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies.**

An example of a theme addressing Standard 4 for grade level cluster 9-12, Listening, might center on the theme of scientific method in a science lab. Items targeting lower level performance indicators might call on students to identify common scientific tools or objects graphically depicted (e.g., Bunsen burner, test tube, and beaker). As the items progress in addressing higher levels of English language proficiency, they might ask students to follow multi-step instructions in conducting a science experiment by choosing from a set of pictures or text. In this way, students are given a context for using academic language in a real school situation.

More information about these standards and complete sets of the standards and their accompanying model performance indicators can be found on the WIDA website at www.wida.us.

Scoring and Reporting

Test booklets and Speaking score sheets will be returned to MetriTech for scoring and reporting.

Per NCLB requirements, individual scores will be reported for each domain—Listening, Speaking, Reading, and Writing—as well as comprehension (Reading and Listening) and composite. Weightings for composite scores are 15% listening, 15% speaking, 35% reading, and 35% writing.

The Teacher Report will also give each student's raw scores for each standard to help them better understand their students' strengths and weakness as demonstrated on ACCESS for ELLs™.

The following reports will be issued:
- Individual student report for Parent/Guardian
- Individual student report for Teachers

- Student rooster by grade for each school
- Frequency distribution by English language proficiency level for each school by grade, and
- Frequency distribution by English language proficiency level for each District by school.

Districts will also have the option of buying a complete set of electronic data for the district. The cost for this diskette (or similar form) will be approximately $80.

Coordinator and Administrator Roles

While districts are free to delegate responsibilities for test administration to any certified teacher or administrator, the New Jersey Department of Education suggests the following roles:

District Test Coordinators (DTCs)

DTCs have experience with the requirements of secure testing and are likely in the best position to coordinate with the ELL support program and oversee key elements of the process like ordering booklets, completing pre-ID labels, assisting with packing and unpacking booklets, handling security assurances, and returning tests to MetriTech. In addition, they are responsible for coordinating test administration activities within the district. This includes either filling the role of district test facilitator (see below) or assuring that role is filled. DTCs and bilingual/ESL program administrators will likely need to collaborate to ensure that the process will be more manageable. The district test coordinator is responsible for signing distributing test materials using the check list included in Attachment

Bilingual/ESL Program Administrators

Bilingual and ESL program administrators should have experience in the administration and coordination of English proficiency testing, and are thus in a better position to convey details of test administration with teachers responsible for this task. ACCESS for ELLs™ is like prior English proficiency tests in that it has four domains (Speaking, Listening, Reading, and Writing), but unlike prior ELP tests in that it must be administered under strict security as is common with large-scale academic testing. Coordination with the DTCs is advisable to ensure that all essential procedures are followed.

District Test Facilitator

The district test facilitator enrols test administrators in the online training course and/or provides alternative means of training. They certify test administrators, checking to see that quizzes are completed appropriately. One district test facilitator is required for each district. This role will most likely be filled by the DTC or the Bilingual/ESL Program Administrator as determined by the district. An individual for each distract signed up as Test Facilitator when attending the ACCESS for ELLs™ test facilitator training. If you need to sign up as a district test facilitator, contact the New Jersey Department of Education at lep@doe.state.nj.us or 609-292-8777.

School Test Coordinator

In larger school districts, the district test coordinator and the district test facilitator may wish to have school test coordinators. The school test coordinator would sign for and receive secure test booklets, keep the secure test material in locked closets, obtain confidentiality statements from test administrators, and sign out and in secure test material for the test administrators. District security check lists and school security check lists are presented in Appendix B. The school test coordinator may also administer tests if they have attended and passed the ACCESS for ELLS™ test administrator training.

Test Administrators

Test administrators should be certified teachers and should have completed the on-line training for ACCESS for ELLs™. Completing the quiz at the end of the on-line training is all that is required to be a "certified" ACCESS for ELLs™ test administrator.

Preparing for Test Administration

Preparing to administer the ACCESS for ELLs™ involves four major tasks:
1. Training test administrators (See next section, "Test Administrator Training")
2. Ordering test booklets
3. Ordering pre-ID labels (i.e., submitting student demographic data)
4. Scheduling test sessions

Ordering Test Booklets

Test booklets must be ordered at the district level through MetriTech's secure website. **The window for ordering booklets is December 5 through January 9, 2006**. Although MetriTech will correspond directly with the District Assessment Coordinators regarding this website, we have also included step-by-step instruction for accessing the ordering website below.

Because the ACCESS for ELLs™ is a tiered test, districts will need to determine tier placement for each student prior to placing the order for booklets. (For information about tiers and tier placement, see "Tiers" in the section on ACCESS for ELLs™ Test Characteristics.) *Remember: Unless you are in a district with too few English language learners to make generalizations, the majority of students will fall into Tier B. Students' placement into tiers generally does not and should not fall into three evenly divided groups, one for each of the three tiers.*

MetriTech will provide ten percent overage, and extra booklets can be ordered until the close of the test window; however, correct tier placement at the time of ordering will greatly facilitate the testing process.

Ordering booklets via MetriTech's Website: 2006 Instructions

Follow these directions to place your order on the MetriTech web site:

1. Access http://www.metritech.com.

2. Click on the *MetriTech logo* (the large M) to access the home page.
3. Click on the **WIDA ACCESS for ELLs^{TM}** button on the left-hand side of the screen.
4. On the next screen, you'll be asked to enter a User Name and Password. Enter these using all lower case (this same password will be used to access your order confirmation):

   User Name: wida
   Password: access

  If you make a mistake, you will be denied access, and the system will prompt you to try again. Check to make sure the Caps Lock is off. Type the password and user name again.
5. The next screen is a Welcome to **WIDA ACCESS to ELLs^{TM}** screen. Choose your state from the drop down menu. Select the **START** button and follow the on-line instructions.
6. If you need assistance, please call (800) 747-4868 and ask for WIDA Technical Support. A staff member will be happy to answer any questions you may have.

Ordering pre-ID labels

Districts must submit student demographic data for pre-ID labels to MetriTech by **February 14, 2006**. As a separate attachment, each district has been sent a document that is a description of the structure of the demographic data. This document is also posted on the NJ Department of Education, Bilingual Education web site.

MetriTech will accept pre-id label orders on 3.5 diskettes (PC or MAC) or sent electronically to Wida@metritech.com. For reference, please see the email attachment, "WIDA Pre-ID Labels-Data File Format."

When entering student data in the given format on your diskette or file, please note the following:

- Enter all data in a Microsoft Excel spreadsheet or an ASCII (a plain text file) format.
- If using Excel, please set up numeric fields as text. Numbers will then be treated as text and the leading zeros will remain in the file.
- Data must appear in the Field Positions noted.
- Special characters cannot be used and will be ignored (e.g., hyphens or slashes).
- A student must appear ONLY ONCE in the data set.
- Reports will contain student information exactly as it appears in your file. If the data in your file are found to be incorrect later, **do not use** the incorrect Pre-ID labels. Instead, follow the directions in the School/District Coordinator Manual and hand-enter the necessary information.

If districts do not submit data for Pre-ID labels or submit incomplete data, it will be necessary to bubble in all demographic data on the test booklets.

Scheduling test sessions

A tiered test reduces the amount of time an individual student spends taking the test while still ensuring that there are an adequate number of items to determine the student's level of English language proficiency. It also means that test sessions must be carefully considered for students in each grade level cluster and tier. The *District and School Test Administrators Manual* offers suggestions and sample forms to help testing coordinators organize the logistics of administering the ACCESS for ELLs™. When scheduling testing sessions, please keep the following in mind:

- All Speaking tests must be individually administered. Actual testing time is approximately 10 to 15 minutes. This does not include time for getting students, being seated, or greeting each other.
- Listening, Reading and Writing are group administered by grade level cluster and tier.
  - Each tier within each grade level cluster must be administered separately. The scripts, especially for the Listening test, but also for general administration, are different for each tier.
  - Administration times, excluding classroom management and practice items are approximately 25 minutes for Listening, 35 minutes for Reading, and 60 minutes for Writing.
- Listening and Reading should be administered in one session. A block of time at least 75 minutes long should be scheduled for Listening/Reading.
- If necessary, Listening and Reading could be administered during different testing sessions.
- Writing should be administered during a separate session. Again, a block of time of at least 75 minutes should be scheduled.
- The entire group administered parts of ACCESS for ELLs™ should <u>not</u> be administered in one sitting.
- All personnel administering the ACCESS for ELLs™ should be "certified" to administer the test. To become "certified," the test administrator must successfully complete test administrator training, which means they must pass the quizzes that are part of the test administrators' online training course. It is the responsibility of the DTCs and bilingual/ESL program administrators to ensure that test administrators have been appropriately trained.

Test Administrator Training

Consistent and comprehensive test administrator training is an essential component of a valid testing program. In order for test scores to have any degree of validity, when meaningful interpretations can be made, the test must be administered in as standardized a manner as possible. Comprehensive training and "certification" of test administrators is a major component of creating standardization. **Test administrator training for the ACCESS for ELLs™ is crucial**, particularly in this first year of administration. The District Test Facilitator, in conjunction with the bilingual/ESL program administrator, is responsible for designing test administrator training, signing up test administrators for the online course, and checking that all test administrators have passed the online tests.

There are several options—or combinations of options—for test administrator training. These include

- **Face-to-face workshops**
- **Online course**
  - Setup and managed through CAL
  - Support to state/district facilitators by CAL
  - Support to test administration by local facilitators
- **Training CD**
  - Includes same content as online course
  - No interactive features
  - Quizzes taken through online course
  - Duplication and distribution at state option
- **Core documentation**
  - District and School Test Administration Manual

Face-to-face workshops

The New Jersey Department of Education, in collaboration with Center for Applied Linguistics, has scheduled regional workshops for test facilitators who will coordinate the training of test administrators in the district.

In addition to the regional trainings provided by the NJDOE, many districts are planning local trainings. These trainings should be facilitated by someone who attended ACCESS for Ell's facilitator training and/or someone who is otherwise familiar with the ACCESS for ELLs™ (e.g., he or she participated in other ACCESS trainings and completed the online course).

Online Test Administrator's Training Course (D2L)

The primary mode of training for ACCESS for ELLs™ test administrators is through an online course using a web-based "classroom," called Desire 2 Learn (D2L), sponsored by UW-Oshkosh. This course is divided into three components:

1. The **Group administered component** includes test administrator training for the group administered Listening, Reading and Writing sections of the test. Sound files of the Listening script and sample items are included. This component takes approximately two hours to complete. However, most of the course materials are downloadable documents that can be printed and read at any time.
2. The **Speaking component** includes samples, sound files of actual administrations of the Speaking test, and rationales for each scored sample. This component is crucial for those teachers who will be administering the Speaking part of the test. The Speaking component takes approximately two hours to complete.
3. The **Kindergarten component** focuses on the special conditions of the individually administered and teacher-scored kindergarten test. The kindergarten component takes approximately 30 minutes to complete, but training for the kindergarten test must also include the Speaking component for the 1-2 grade clusters.

Each component of the training has an associated quiz, which test administrator trainees should complete. The results of these quizzes are how we can verify that test administrators are "certified." "Certified" means that the trainee passed the quiz (80% or better correct). Individuals registered as "Facilitators" at the district, regional, state or consortium level can view quiz results of test administrators in Wisconsin. As previously mentioned, this is key piece of evidence for ensuring the validity of the test.

Even if test administrators rely almost exclusively on face-to-face training, DPI very strongly recommends that individuals log in to the D2L Test Administrator training site to take the quizzes. District administrators can verify that test administrators have successfully completed the quizzes in several ways:
1. Check participants grades online through the D2L page (must be registered as a "facilitator")
2. Ask participants to print out a copy of their quiz results and hand it/them in to the appropriate school or district administrator, and
3. Print out the quizzes and have workshop participants do the quizzes as "paper and pencil" tests (if primary training is through face-to-face workshops).

In addition to the above described three components and quizzes in the online course, D2L also contains a very useful "**sounding board**" feature. This is an area of the course where test administrators can pose questions or raise issues; they can respond to others' questions; and they can provide constructive feedback on the training and the test itself. Course facilitators, DPI staff and the Center for Applied Linguistics (CAL), the test developer, monitor the sounding board, answering questions, offering feedback and noting critical issues for consideration. ACCESS for ELLs™ is not a static test. It will be revised annually. Feedback from the field is a critical component for improving the test and making it meaningful for students and educators. DPI and WIDA strongly encourage educators to make use of the sounding board, both during the training and during test administration, especially in this inaugural year.

Registering for the D2L Online Test Administrator Training

Potential test administrators can register for the online course by the District Assessment Coordinator.

Training CD

The New Jersey Department of Education is making an ACCESS for ELLs™ training CD available to each district. This CD contains exactly the same contents as the online D2L course. The main difference is that it is not interactive so test administrators cannot take the quizzes via the CD. Nor can trainees participate in the "sounding board," a key feature of the online course. The CD, however, can be used in group trainings or for individuals. Documents can be printed from the CD and sound files can be heard. This is an especially attractive option in areas or schools where Internet connections are not always ideal.

Core Documentation

Although downloadable from the CD or online course, MetriTech will include copies of the *District and School Test Administrators Manual* with their shipment of test booklets. This manual contains an abridged form of the printed material found in the training course. District and school administrators will especially want to consult this manual in regards to packaging and returning materials.

Recommendations for Training

The WIDA Consortium recommend a combination of online (or CD) based training and face-to-face training. Three suggested models of training include:

1. Test administrators sign up for the online training and become familiar with the contents, then attend a face-to-face training with colleagues to discuss issues, pose questions, and review the Speaking rubric and scoring. Speaking is the only part of ACCESS for ELLs™ that is scored by the test administrator. This model is best for teachers or districts that have limited opportunities for training (a half day or less).
2. Test administrators attend a face-to-face training for an overview of the ACCESS for ELLs™ and information about the online course. Some practice administering and scoring (Speaking) might also be a part of this workshop. Afterwards, test administrators log in to the online training to see more details about aspects missing from the face-to-face training. For example, it is strongly recommended that teachers who will be administering the Speaking portion of ACCESS for ELLs™ review the sound files and scoring rationales to calibrate themselves and begin to internalize the Speaking rubric. This is the model that DPI will use for one-day regional trainings and the one recommended in schools and districts where a full day can be devoted to face-to-face training.
3. Test administrators attend a meeting (about one hour) to be guided in signing up for the online course and have a brief orientation to what is on the site. Then, test administrators explore the online course individually, followed by a face-to-face meeting as described in Model 1 above. This model is appropriate in settings where teachers have only short meeting times available and or need extra guidance for the online course.

Face-to-face training is <u>not</u> required, but most educators find it more useful than negotiating the online training in isolation. Similarly, the online (or CD) training is not required if the school or district can provide comprehensive training such that test administrators can pass the quizzes for certification.

MetriTech ACCESS for ELLs™ Vendor

MetriTech is the printing, distributing, scoring, and reporting contractor for the ACCESS for ELLs™. If you need assistance, please call 800.747.4868 and ask for WIDA Technical Support. A staff member will be happy to answer any questions you may have.

Information regarding ordering test booklets and Pre-ID labels is in the section on "Preparing for Test Administration."

Important Dates—2005-2006 ACCESS for ELLs™ Administration

Task	Start Date	End Date
Test Ordering	12/5/05	01/09/06
Pre-ID Ordering	12/05/05	2/14/06
Test booklets received by districts	03/06/06	03/06/06
Grade K, 1-2, Speaking Window	03/15/06	06/01/06
LRW 3-5, 6-8, 9-12	04/03/06	06/01/06
Districts Ship Completed Material to MT*	06/01/06	06/09/06
All Materials Received at MT	06/13/06	06/13/06
Reports Shipped to State**	8/08/06	08/08/06

*Districts that have completed their testing early may return test books to MetriTech. However, once materials have been returned to MetriTech, no additional students may be tested.

* *To ensure that reports are shipped on time, all testing materials for the State of New Jersey must be received by MetriTech by the June 13, 2006 deadline.

WIDA ACCESS Placement Test (W-APT)

The WIDA ACCESS Placement Test (W-APT), formerly referred to as "the screener," is will be available to properly authorized users free of charge after September 1, 2006. It will be a downloadable PDF files available from the WIDA website at *www.wida.us*. Each district will be assigned a user name and password to access the W-APT section of the website. Step-by-step instructions for accessing the W-APT will be issued when the test becomes available. While the W-APT is not a secure test in the manner of the ACCESS for ELLs™, it should be kept as secure as possible so that it remains uncompromised as a legitimate assessment.

The purpose of the ACCESS for ELLs™ is to provide data for accountability purposes and to serve as a predictor of student performance on state assessments. The W-APT is for initial identification of students, program placement, and as a predictor of a student's ability to participate and succeed in classroom instruction in English. W-APT should not be the only indicator of a student's level of English language proficiency; this is particularly true for students in the upper English language proficiency levels.

Description of the W-APT

The WIDA ACCESS Placement Test (W-APT) is modeled after the ACCESS for ELLs™ secure assessment. Similarities between the two assessments include:

- Assesses all four domains: Listening, Speaking, Reading, and Writing

- Addresses all five WIDA ELP standards
- Individually administered, adaptive Speaking test
- Administrator read Listening test
- Multiple choice Listening and Reading items
- Constructed response Writing tasks
- Thematically grouped tasks and items
- Individually administered, adaptive kindergarten form

DIFFERENCES BETWEEN ACCESS FOR ELLS™ AND W-APT

	ACCESS for ELLs™	*W-APT (Screener)*
Purpose	Annual assessment of ELP progress	Program placement
Administration time	Approximately 2.5 hours	Approximately 1.1 hours
Proficiency level (PL) coverage	Three tiers, each covering 3 levels	All proficiency levels 1 through 4 (Speaking = 1-5)
Organization	Three tiers: beginning (A), intermediate (B), advanced (C)	Two modules: 1) Speaking 2) Listening/Reading/Writing
Level of security	Secure, administered during test window	Semi-secure; not for public dissemination but administered as needed
Administration procedures	Individual Speaking; group administered (L,R,W) by tier within grade level cluster	Module 1: Individual; Module 2: Individual or small group by grade level cluster
Scoring	Machine scored by MetriTech (L, R, W)	Administrator scored on site
Reporting	Reports from MetriTech	Locally determined
Speaking	Three parts, 13 tasks total = 15 minutes	One part, five tasks = 8 minutes.
Listening	6-7 parts, 19-22 items = 30 minutes	Three parts, 9-10 items = 15 minutes
Reading	6-8 parts, 23-30 items = 40 minutes	Four parts, 12 items = 20 minutes
Writing	Three (Tier A) or four (Tier B-C) parts = 60 minutes	Two parts = 25-30 minutes

W-APT MODULES

The W-APT for all grade levels except kindergarten has two modules:

- **Module 1: Speaking**. All students should be administered Module 1 first. If a student does not score above a 1, do not continue with Module 2 (except in unusual circumstances where you have good reason to believe that a student is more proficient in Listening, Reading and Writing). Classify the student as ELP level 1. If the student scores 2 or above, administer Module 2. If the student has no discernable English proficiency, check the No English Proficiency box on the scoring sheet.

- **Module 2: Listening, Reading and Writing** tasks. Module 2 consists of items addressing ELP proficiency levels 2-4. Students should do as much of the assessment as possible. Scores from Module 2 as well as Module 1 will result in an overall proficiency level determination.
- The **Kindergarten W-APT** is organized as a single test beginning with the Listening component. All parts of the K W-APT are administered one-on-one and are designed to be adaptive. That is, instructions are included to halt a test component before the end if the student is unable to meet minimal response requirements.

W-APT SCORING

- Scoring for the Speaking section of the screener is W-APT to the ACCESS for ELLs™. Trained test administrators determine whether a student's response meets or exceeds expectations or not based on the given rubric.
- Scoring for the Writing is also to be based on a given rubric.
- An answer key on the scoring sheet is provided for the multiple choice Listening and Reading items.
- The W-APT scoring sheet guides test administrators in scoring and determining overall proficiency levels.

TRAINING FOR SCREENER ADMINISTRATION

Test administrators who have participated in test administration training for the ACCESS for ELLs™ secure assessment will be well qualified to administer the screener; they will merely need to review sound files and Writing rubrics and samples. It is recommended, but not required, that W-APT administrators be trained for the full ACCESS for ELLs™, which is a more complete and detailed training program. However, the manual, rubrics and sample tasks should be sufficient for reliably administering and scoring the W-APT.

The training package for the W-APT includes:
- An administrator manual and scripts, including directions for both individual and group administration
- Sample sound files of the Speaking tasks
- Sample papers for the Writing tasks

ACCESSING THE SCREENER

The W-APT and training documents will be available after June 1, 2006 as downloadable PDF files through a password protected website as previously mentioned.

Further Information

For further information, visit www.wida.us or http://www.nj.gov/njded/bilingual/. Questions may be sent to www.wida.us/helpform . For questions specific to testing of ELLs in New Jersey, you may contact the Office of Specialized Populations at (609)292-8777 or lep@doe.state.nj.us

Appendices

Appendix A: Criteria for Tier Placement for the ACCESS for ELLs™ English Language Proficiency Test

ACCESS for ELLs™ uses Tiers (A, B, or C) to maximize accuracy and validity of the results for English language learners in grades 1 through 12. For placement into the appropriate Tier, English language learners must meet at least **ONE** of the criteria listed for the Tier.

English Language Proficiency Levels					
Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Attained
ACCESS for ELLs™: TIER A					
	ACCESS for ELLs™: TIER B				
		ACCESS for ELLs™: TIER C			
TIER A is most appropriate for English language learners who: • *have arrived in the U.S. or entered school in the U.S. this academic school year without previous instruction in English,* **OR** • *currently receive literacy instruction ONLY in their native language,* **OR** • *have recently tested at the lowest level of English language proficiency.*					
		TIER B is most appropriate for English language learners who: • *have social language proficiency and some, but not extensive, academic language proficiency in English,* **OR** • *have acquired some literacy in English, though have not yet reached grade level literacy.*		**MOST ENGLISH LANGUAGE LEARNERS FALL INTO TIER B.**	
			TIER C is most appropriate for English language learners who: • *are approaching grade level in literacy and academic language proficiency in the core content areas in English,* **OR** • *will likely meet the state's exit criteria for support services by the end of the academic year.*		

District Security Checklist

ACCESS for ELLs™ Check List

Spring 2006

District: _____   School: _____

DIRECTIONS: The District Test Coordinator must be sure that the School Test Coordinator has signed the Agreement to Maintain Confidentiality before issuing secure test materials. The School Test Coordinator must sign the District Security Checklist form when secure test materials are issued. The School Test Coordinator's signature confirms that he/she has received the materials listed below and that he/she will require test administrators to sign the school security checklist and the Agreement to Maintain Confidentiality before issuing secure test materials.

School Test Coordinator Signature: _____

Date: _____

NOTE: The District Test Coordinator should keep a copy of all signed forms, including the agreements to maintain security, the District Security checklist, and the School Security checklist. The School Test Coordinator should keep one copy of all completed forms and return the original to the District Test Coordinator with the secure test materials.

Grade	Materials	# of copies
Kindergarten	Test Booklets	
	Administrator's scripts	
1-2 Tier A	Test Booklets	
	Administrator's scripts	
1-2 Tier B	Test Booklets	
	Administrator's scripts	

Grade	Materials	# of copies
1-2 Tier C	Test Booklets	
	Administrator's scripts	
1 -2	Speaking Tests	
3-5 Tier A	Test Booklets	
	Administrator's scripts	
3-5 Tier B	Test Booklets	
	Administrator's scripts	
3-5 Tier C	Test Booklets	
	Administrator's scripts	
3-5	Speaking Tests	
6-8 Tier A	Test Booklets	
	Administrator's scripts	
6-8 Tier B	Test Booklets	
	Administrator's scripts	
6-8 Tier C	Test Booklets	
	Administrator's scripts	
6-8	Speaking Tests	
9-12 Tier A	Test Booklets	
	Administrator's scripts	
9-12 Tier B	Test Booklets	
	Administrator's scripts	
9-12 Tier C	Test Booklets	
	Administrator's scripts	
9-12	Speaking Tests	
Test Administrator Manuals		

School Security
ACCESS for ELLs™ Check List

Spring 2006

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Grade	Materials	# of copies
Kindergarten	Test Booklets	
	Administrator's scripts	
1-2 Tier A	Test Booklets	
	Administrator's scripts	
1-2 Tier B	Test Booklets	
	Administrator's scripts	
1-2 Tier C	Test Booklets	
	Administrator's scripts	
1 -2	Speaking Tests	
3-5 Tier A	Test Booklets	
	Administrator's scripts	
3-5 Tier B	Test Booklets	

Grade	Materials	# of copies
	Administrator's scripts	
3-5 Tier C	Test Booklets	
	Administrator's scripts	
3-5	Speaking Tests	
6-8 Tier A	Test Booklets	
	Administrator's scripts	
6-8 Tier B	Test Booklets	
	Administrator's scripts	
6-8 Tier C	Test Booklets	
	Administrator's scripts	
6-8	Speaking Tests	
9-12 Tier A	Test Booklets	
	Administrator's scripts	
9-12 Tier B	Test Booklets	
	Administrator's scripts	
9-12 Tier C	Test Booklets	
	Administrator's scripts	
9-12	Speaking Tests	
Test Administrator Manuals		

School Security Checklist

ACCESS for ELLs™ Check List

Spring 2006

District: School:

DIRECTIONS: The School Test Coordinator must make sure that the test administrator has signed the Agreement to Maintain Confidentiality before issuing secure test materials. The test administrator must date and sign this form when secure test materials are issued. The School Test Coordinator must sign this form when secure test materials are returned.

NOTE: The School Test Coordinator should keep one copy of all completed forms and return the original to the District Test Coordinator with the secure test materials.

Grade	Materials	# of copies	Receiving Test Administrator's Signature	Date & Time Received	School Test Coordinator's Signature	Date and Time Returned
Kindergarten	Test Booklets					
	Administrator's scripts					
1-2 Tier A	Test Booklets					
	Administrator's scripts					
1-2 Tier B	Test Booklets					
	Administrator's scripts					
1-2 Tier C	Test Booklets					
	Administrator's scripts					
1 -2	Speaking Tests					
3-5 Tier A	Test Booklets					
	Administrator's scripts					
3-5 Tier B	Test Booklets					

Grade	Materials	# of copies	Receiving Test Administrator's Signature	Date & Time Received	School Test Coordinator's Signature	Date and Time Returned
	Administrator's scripts					
3-5 Tier C	Test Booklets					
	Administrator's scripts					
3-5	Speaking Tests					
6-8 Tier A	Test Booklets					
	Administrator's scripts					
6-8 Tier B	Test Booklets					
	Administrator's scripts					
6-8 Tier C	Test Booklets					
	Administrator's scripts					
6-8	Speaking Tests					
9-12 Tier A	Test Booklets					
	Administrator's scripts					
9-12 Tier B	Test Booklets					